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| **Creating:** can the student create a new product or point of view? | Assemble, construct, create, design, develop, formulate, write |
| **Evaluating:** can the student justify a stand or decision? | Appraise, argue, defend, judge, select, support, value, evaluate |
| **Analyzing:** can the student distinguish between the different parts? | Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test |
| **Applying:** can the student use the information in a new way? | Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write |
| **Understanding**: can the student explain ideas or concepts? | Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase |
| **Remembering:** can the student recall or remember the information? | Define, duplicate, list, memorize, recall, repeat, reproduce, state |

Example:

Literature circles promote ownership of the learning. Students who assume roles within the literature circle have high attention and high commitment.

\* Discussion Director

Questions

\* Vocabulary Enricher

Clarifies

\* Literary Luminary

Examines

\*Checker

Evaluates

Example:

A read aloud that is devoid of questions or purpose. Students may have high interest but low commitment due to a lack of purpose.

Example: Memorization without application.

Example:

Write the spelling words five times each and use the words in a sentence.

**Student Engagement**

Rebellion

**Rigor**

**Creating**

**Evaluating**

**Analyzing**

**Applying**

**Understanding**

**Remembering**